

English, Grade 12 College ENG4C	
Lesson 2: What is the Alternative to Consumerism?	
<p>Connections to Financial Literacy</p> <p>In this lesson students will reflect upon the concept of consumerism and the impact consumerism can have on the economy and on the lifestyle of consumers, particularly at Christmastime. They will listen to a radio program from CBC radio in which two other alternatives are presented: “Buy Nothing” and “Share what you own” rather than consuming more products/ spending more money. Students will examine how author’s present and support their points of view in order to persuade listeners to adopt some of the aspects of the lifestyle they lead.</p> <p>“In developing “critical literacy [skills] related to financial issues, [the] goal is to help students acquire the knowledge and skills that will enable them to understand and respond to complex issues regarding their own personal finances and... and the social, environmental, and ethical implications of their own choices as consumers.” (<i>Financial Literacy: Scope and Sequence of Expectations</i> 9-12, p. 3)</p>	<p>Text Forms Explored in Lesson</p> <p>Radio Program/ Podcast Listener Response/ Blogs WebPage</p> <p>Text Forms Created in Lesson</p> <p>Personal Response Journal or Discussion Board Post</p> <p>Listener Response/ Blog</p>
Curriculum Expectations	
ORAL COMMUNICATION	
<p>Overall Expectations: By the end of this course, students will:</p>	
<p>1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</p>	<p>Specific Expectations:</p> <p>Purpose 1.1 identify the purpose of a range of listening tasks and set goals for specific tasks Using Active Listening Strategies 1.2 select and use the most appropriate active listening strategies when participating in a range of situations Using Listening Comprehension Strategies 1.3 select and use the most appropriate listening comprehension strategies before, during,</p>

	<p>and after listening to understand oral texts, including increasingly complex or difficult texts</p> <p>Demonstrating Understanding of Content</p> <p>1.4 identify the important information and ideas in oral texts, including increasingly complex or difficult texts, in a variety of ways</p> <p>Interpreting Texts</p> <p>1.5 develop and explain interpretations of oral texts, including increasingly complex or difficult texts, using evidence from the text and the oral and visual cues used in it to effectively support their interpretations</p> <p>Extending Understanding of Texts</p> <p>1.6 extend understanding of oral texts, including increasingly complex or difficult texts, by making effective connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them</p> <p>Analysing Texts</p> <p>1.7 analyse oral texts, including increasingly complex or difficult texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener's/ viewer's response</p>
<p>2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p>	<p>Purpose</p> <p>2.1 communicate orally for a range of purposes, using language appropriate for the intended audience</p> <p>Interpersonal Speaking Strategies</p> <p>2.2 demonstrate an understanding of a variety of interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences</p> <p>Clarity and Coherence</p> <p>2.3 communicate in a clear, coherent manner, using a structure and style effective for the purpose, subject matter, and intended audience</p>

READING AND LITERATURE STUDIES

Overall Expectations:

By the end of this course, students will:

1. Reading for Meaning: read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning

Specific Expectations:

Variety of Texts

1.1 read a variety of short, contemporary student and teacher-selected texts from diverse cultures, identifying specific purposes for reading

Using Reading Comprehension Strategies

1.2 select and use the most appropriate reading comprehension strategies to understand texts, including increasingly complex or difficult texts

Demonstrating Understanding of Content

1.3 identify the most important ideas and supporting details in texts, including increasingly complex or difficult texts

Making Inferences

1.4 make and explain inferences about texts, including increasingly complex or difficult texts, supporting their explanations with well chosen stated and implied ideas from the texts

Extending Understanding of Texts

1.5 extend understanding of texts, including increasingly complex or difficult texts, by making appropriate and increasingly rich connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

Analysing Texts

1.6 analyse texts in terms of the information, ideas, issues, and themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements

Evaluating Texts

1.7 evaluate the effectiveness of texts, including increasingly complex or difficult texts, using evidence from the text effectively to support their opinions

Critical Literacy

1.8 identify and analyse the perspectives and/or biases evident in texts, including increasingly complex or difficult texts, commenting with growing understanding on any questions they may raise about beliefs, values, identity, and power

2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning

Text Forms

2.1 identify a variety of characteristics of informational, literary, and graphic text forms and explain how they help communicate meaning

Text Features

	<p>2.2 identify a variety of text features and explain how they help communicate meaning</p> <p>Elements of Style</p> <p>2.3 identify a variety of elements of style in texts, including increasingly complex or difficult texts, and explain how they help communicate meaning and enhance the effectiveness of the texts</p>
<p>3. Reading With Fluency: use knowledge of words and cueing systems to read fluently</p>	<p>Reading Familiar Words</p> <p>3.1 automatically understand most words in a variety of reading contexts</p> <p>Reading Unfamiliar Words</p> <p>3.2 use appropriate decoding strategies to read and understand unfamiliar words, including words of increasing difficulty</p> <p>Developing Vocabulary</p> <p>3.3 use a variety of strategies, with increasing regularity, to explore and extend vocabulary, focusing on the precision with which words are used in the texts they are reading</p>
WRITING	
<p>Overall Expectations: By the end of this course, students will:</p>	
<p>1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience</p>	<p>Specific Expectations:</p> <p>Identifying Topic, Purpose, and Audience</p> <p>1.1 identify the topic, purpose, and audience for a variety of writing tasks</p> <p>Generating and Developing Ideas</p> <p>1.2 generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate</p>
<p>2. Using Knowledge of Form and Style: draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience</p>	<p>Form</p> <p>2.1 write for different purposes and audiences using a variety of informational, literary, and graphic forms</p> <p>Voice</p>
MEDIA STUDIES	
<p>Overall Expectations: By the end of this course, students will:</p>	
<p>1. Understanding Media Texts: demonstrate an understanding of a variety of media texts</p>	<p>Specific Expectations:</p> <p>Interpreting Messages</p> <p>1.2 interpret media texts, including increasingly complex or difficult texts, identifying and explaining the overt and implied messages they convey</p> <p>Evaluating Texts</p> <p>1.3 evaluate how effectively information, ideas,</p>

	<p>themes, issues, and opinions are communicated in media texts, including increasingly complex or difficult texts, and decide whether the texts achieve their intended purpose</p> <p>Audience Responses</p> <p>1.4 explain why the same media text might prompt different responses from different audiences</p> <p>Critical Literacy</p> <p>1.5 identify the perspectives and/or biases evident in media texts, including increasingly complex or difficult texts, and comment on any questions they may raise about beliefs, values, identity, and power</p>
<p>2. Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning</p>	<p>Form</p> <p>2.1 identify general and specific characteristics of a variety of media forms and explain how they shape content and create meaning</p> <p>Conventions and Techniques</p> <p>2.2 identify conventions and/or techniques used in a variety of media forms and explain how they convey meaning and influence their audience</p>
<h2>Learning Goals</h2>	
<p>By the end of this lesson, students will know, understand and/or be able to:</p> <ul style="list-style-type: none"> connect information already learned or experienced and relate this to new information in a text in order to deepen understanding of text. determine important information in order to understand the purpose of the text and distinguish between interesting[/ non-essential] and essential information. reach a conclusion using reasoning and evidence from a text, based on what the author states and implies in the text and what the student brings to the text from his or her prior knowledge and experience. deconstruct or break down the components of a text to determine how the parts are related to one another and how they contribute to the overall meaning and their understanding of the text. bring together and sort through an accumulation of information and ideas about a text to arrive at an understanding of it. The understandings that emerge are new. 	
<h2>Instructional Components and Context</h2>	

Readiness & Instructional Strategies	Terminology	Materials
<p>Students should be familiar with the following concepts:</p> <ul style="list-style-type: none"> • Text form • Text features • Author's purpose • Author's message/ thesis • Text structure • Open Ended vs Closed Ended Questions • Social Networking 	<p>Related to the Curriculum</p> <ol style="list-style-type: none"> 1. Perspective 2. Evidence/ support <p>Related to Financial Literacy</p> <ul style="list-style-type: none"> • Consumerism • Debt • Sharing Economy • Global Sharing Day/ National Sharing Day • Buy Nothing Day • Wants and Needs 	<p>Minds On</p> <p>Action</p> <p>Consolidation</p>
Instructional Strategies		
<p>This lesson is built around Gradual Release of Responsibility In GRR, four things should happen in every lesson, every day. These four things can happen in any order:</p> <div data-bbox="597 1014 927 1344" data-label="Diagram"> <pre> graph TD IP[Independent Practice] FL[Focus Lesson] CL[Collaborative Learning] GI[Guided Instruction] IP --- FL IP --- CL FL --- CL CL --- GI </pre> </div> <p>Quality Indicator 1- Complexity of Task: <i>The task is a novel application of a grade-level appropriate concept and is designed so that the outcome is not guaranteed (a chance for productive failure exists).</i></p> <p>Quality Indicator 2 - Joint attention to tasks or materials <i>Students are interacting with one another to build each other's knowledge. Outward indicators include body language and movement associated with meaningful conversations, and shared visual gaze on materials.</i></p> <p>Quality Indicator 3 - Argumentation not arguing: <i>Student use accountable talk to persuade, provide evidence, ask questions of one another, and disagree without being disagreeable.</i></p> <p>Quality Indicator 4 - Language support: <i>Written, verbal, teacher, and peer supports are available to boost academic language usage.</i></p> <p>Quality Indicator 5 - Grouping: <i>Small groups of 2-5 students are purposefully constructed to maximize individual strengths without magnifying areas of needs (heterogeneous grouping).</i></p>		

Quality Indicator 6 - Teacher role: *What the teacher is doing while productive group work is occurring – monitoring comprehension and application.*

Sources: *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility* by Douglas Fisher and Nancy Frey
<http://www.fisherandfrey.com/>

Minds On

- ♦ Establishing a positive learning environment
- ♦ Connecting to prior learning and/or experiences
- ♦ Setting the context for learning

Lesson Description

Notes to teacher:

The teacher will post this purpose statement for the lesson and may wish to redirect students attention to it throughout the lesson:

- To analyze how two individuals present their ideas and arguments in radio program in order to determine which techniques they used to convey and support their argument and which of these techniques were most effective.
- To have an opportunity to compare our thinking about consumerism to the thinking presented by the individuals being interviewed in the radio program in order to extend our thinking about this topic.
- To examine the how text features are used on WebPages to help readers as they navigate through a text so that we can use text features more effectively
- To consider how WebPages use social networking in order to engage audience members, extend thinking and build audience loyalty.

Collaborative Learning & Focus Lesson

Think-Pair-Share

1. Ask students to think on their own first, and then to share with a learning partner, their responses to these questions:

Gradual Release of Responsibility



Teacher Role:

While productive group work is occurring, the

What elements need to be present in an argumentative or persuasive text, in order for you, as the audience to:

- a) Consider the points being made?
- b) Want to continue listening/ reading/ viewing the argument even if it is not a belief you (personally) hold?
- c) Change your thinking about the topic?

Pairs- Squared

2. Have student pairs join another pair in order to share their ideas and come up with a consolidated list of ideas. Have groups share ideas with the class so that there is a “master list” which can be referenced later.

teacher circulates to monitor –

- ✓ Comprehension.
- ✓ How students are interacting with one another to build each other’s knowledge.
- ✓ Body language and movement associated with meaningful conversations, and shared visual gaze on materials.
- ✓ Students are using accountable talk to persuade, provide evidence, ask questions of one another, and disagree, without being disagreeable.

A for L Assessment for learning

As groups share their ideas with the class, assess responses to see that key information is being included. If ideas are missing, return to the “master list” after listening to the radio program and ask, “Which of these did you hear in the program? What else could we add to our list? Which ones were most important?”

Key ideas might include:

Engaging and effective Argumentative/ Persuasive texts:

- Information should be presented in a logical manner
- Audience should be able to relate to the topic/ information presented
- Text includes provable facts and statistics
- Text needs to include a why and how in order encourage change
- Pace at which ideas are presented is fluid and not too fast or slow
- Uses testimonials and anecdotes

Action

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided → independent)

Lesson Description

Notes to teacher:

Text used in this lesson (27 minutes in length), *The Sunday Edition*, “Sharing, Not Buying at Christmas” can be accessed by:

Following this link:

<http://www.cbc.ca/thesundayedition/popupaudio.html?clipIds=2316350249#>

OR

Download the MP3:

From the CBC, The Sunday Edition Website or follow the link on the *ELAN Financial Literacy*, “Grade 11 College” page.

Independent & Collaborative

3. Before Listening to the Radio Program, *The Sunday Edition*, "Sharing, Not Buying at Christmas", have students read the synopsis of the interview provided on page 2 of **Handout 2-1: Sharing Not Buying at Christmas** and create 3 or 4 questions (at least two of which are open ended questions) they might be able to answer as they listen to the program.
4. **Option 1:** Listen to the podcast of *The Sunday Edition*, "Sharing, Not Buying at Christmas" as a class. Stop 2 or 3 times during the broadcast to have students summarize in one or two sentences what they have heard and then to share their summary in a trio.

After listening to the complete podcast, ask students to write a ½ - 1 page journal response in which they reflect on the content of the podcast and how they connect to the ideas on a personal level, which arguments they found **most** compelling, and which they found **least** compelling and why.

Option 2: If you have access to a computer lab, have students listen to the podcast of *The Sunday Edition*, "Sharing, Not Buying at Christmas" on their own (or with a partner). Half way through the podcast, and again at the end of the podcast, ask students to stop, list of three things they heard, with which they

- ✓ Agree,
- ✓ Disagree or
- ✓ Find intriguing

Have students post their list of three on an online discussion board (at the midpoint and again at the conclusion of the podcast.)

Once they have completed their second post, ask students to read the posts recorded by some of their peers. Have students respond to the posts of three peers.

Page 2, Handout 2-1: Sharing Not Buying at Christmas



Option 1 – See Handout 2-2: Key Ideas and Reflection Journal

Handout 2-1
Key Ideas and Reflection Journal
Task Title: The Sunday Edition "Sharing, Not Buying at Christmas"

During Listening Activity:
 As you listen to the host, take notes on the key ideas, points, and the supporting material related to Santa Claus and what you hear as well as the program host, Michael O'Connell.

We will stop four times during the podcast so that you can record and write your thoughts about something you heard your host, Michael O'Connell.

Stop #1: Circle One: My thoughts...
 ✓ ☐ Agree
 ✗ ☐ Disagree
 ? ☐ Find intriguing
 Something a peer said...

Stop #2: Circle One: My thoughts...
 ✓ ☐ Agree
 ✗ ☐ Disagree
 ? ☐ Find intriguing
 Something a peer said...

Stop #3: Circle One: My thoughts...
 ✓ ☐ Agree
 ✗ ☐ Disagree
 ? ☐ Find intriguing
 Something a peer said...

After Listening:
 Write a ½ - 1 page response journal in which you reflect on the content of the podcast. This might include thoughts about how you connect to the ideas on a personal level, which arguments you found most compelling, and which you found least compelling and why.

Financial Literacy

Consolidation

- ♦ Providing opportunities for consolidation and reflection
 - ♦ Helping students demonstrate what they have learned
- Components of Consolidation:
- discussion of student work
 - independent or further guided practice

Guided Instruction

Note: Teachers may choose to complete this consolidation the day after students listen to, discuss, and reflect on “Sharing, Not Buying at Christmas”.

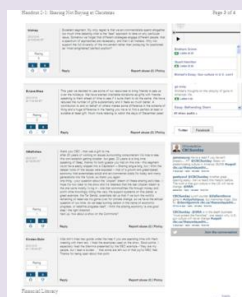
5. After Listening to the Radio Program, *The Sunday Edition*, “Sharing, Not Buying at Christmas”, have students read the listener responses from the CBC The Sunday Edition WebPages provided on page 3 & 4 of **Handout 2-1: Sharing Not Buying at Christmas**.

Have students write a response (which you might also have them post on the website) to **either** the program **or** to one of the other listener posts.

Model your own thinking and process around selecting and creating (and possibly posting) a response to one of these posts.

Ask students to develop success criteria for an effective post.

Pages 3 & 4, Handout 2-1: Sharing Not Buying at Christmas



Differentiated Assessment

By allowing the students to select the post or ideas they respond to offers the students *choice*. Students should be encouraged in Differentiated Instruction/ Assessment environments to make a selection that will stretch their own thinking and learning. In other words, their choice is neither too hard, nor too easy for them.



Assessment as learning

After viewing examples of a listener posts, guide students in the development success criteria for an effective listener response post. Since this lesson centers around writing/ creating for a specific purpose and audience, it is important to ensure that students include ideas in their success criteria which relate to this.

Teachers are encouraged to provide the students with descriptive feedback, based on the specific criteria generated by the class.

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